4-H
PROJECT SELECTION GUIDE

K-STATE
Research and Extension

4-H GROWS HERE
Exploring your interests through 4-H project work is an excellent way to discover new skills and potential careers. While projects can vary depending on your local program and availability, this guide offers a starting point for each of the official state 4-H projects. Resources for each project can be ordered through your county or district extension office.

**Enjoy your 4-H project experience!**

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**Beef**
Learn about raising, caring for and managing beef cattle as you start with a bucket calf and work toward building your own herd. You'll learn about different breeds and anatomy of beef cattle; how to feed, groom and show your animal; how to judge beef cattle for market and/or breeding; how to produce high-quality beef; and how to use data and technology in an efficient beef-cattle operation.

**Beef Bucket Calf**
This project is open to 7- to 12-year-olds. Calves may be purchased or orphaned but are to be bottle/bucket fed.

**Market Beef**
Select, raise and show a market steer or heifer.

**Breeding Beef**
Select, raise and show a breeding heifer. Learn the value of performance data to make breeding decisions.

**Learning by Doing**
Exhibit at local beef shows, State 4-H Livestock Sweepstakes, (includes livestock judging, quiz bowl, Skillathon, and meats judging), Kansas State Fair State Bee Show, and the Kansas Junior Livestock Show.

**Citizenship**
Take an active role in your community, country and world while learning about yourself and those around you. This project will encourage you to meet people and work with groups while learning about local, state and national governments. You also can make new friends from other countries and cultures through exchange programs.

**Learning by Doing**
Volunteer in your community; attend Citizenship in Action in Topeka; attend Citizenship Washington Focus in Washington, D.C.; participate in exchange trips or host youth from another country.

**Clothing and Textiles**
Learn to create and sew your own clothing and accessories while exploring the world of fashion in Clothing Construction. Or, develop your sense of style and value through Buymanship. These projects build your confidence in managing your wardrobe or may launch a career in fashion.

**Clothing Construction**
The clothing construction project will teach you the basics, such as sewing a shirt or putting in a zipper. Learn to select appropriate fabrics, use patterns, sew quality seams and care for your garments. In advanced units, you can learn how to take the design of your choice and customize it for the perfect look, color and fit.

**Buymanship**
Buymanship will help you understand your wardrobe: plan a clothing budget; select colors and styles that complement your body shape, proportion and balance; choose different shades of colors; compare fiber, care requirements, cost, brand and style; and analyze clothing advertisements.

**Learning by Doing**
Make fair exhibits; make items for community service; participate in Fashion Revue to model clothing construction or buymanship items.

**Communications**
4-H is famous for helping youth improve their communication skills. Being a better speaker, writer or record keeper will help you throughout your life. The communications project will help you interpret verbal and nonverbal information, develop effective public speaking skills, enhance written and spoken communication, defend a point, design a presentation, and more.

**Learning by Doing**
Discuss your other 4-H projects in an illustrated talk or demonstration to club members, write a thank-you note, run for a club office, complete a record book, or present a speech.

**Dairy Cattle**
Learn about raising and managing dairy animals by selecting, grooming and showing a heifer calf or yearling heifer. Along the way, you'll learn about dairy cattle breeds and anatomy, judging and presenting oral reasons, animal health and welfare, and safe practices for handling milk and milk products. Members with mature cows learn about animal feeds and nutrition, milk production, and careers in the dairy industry. Specific projects include dairy bucket calf, dairy heifer and dairy cow.

**Learning by Doing**
Participate in Kansas All-Breeds Junior Dairy Show, Judging Contest, Skillathon and Dairy Quiz Bowl.

**Dairy Goats**
The dairy goat project is great for smaller properties since goats are typically easy to train and handle. Goat milk can be consumed by the family, fed to bucket calves or fed to other market animals. You might start with one doe, raise kids and eventually create your own dairy goat herd. Throughout the project, you can learn about breeds and anatomy of dairy goats, proper care and welfare of animals, record keeping and more.

**Learning by Doing**
Participate in local and state dairy goat shows or join a regional dairy goat organization.
Dog Care and Training
Whether you have a dog or hope to own one, this project will help you learn more about your family’s best friend, from basic care and grooming to advanced training commands. Learn about different dog breeds and choose the best breeds for your family. Explore dog behavior, body language and obedience training while learning about proper nutrition to keep your dog happy and healthy.

Learning by Doing
Show your dog at local shows and the Kansas State Fair 4-H Dog Show. Members without dogs may participate in quiz bowls and other activities that do not require dog ownership, such as the Kansas 4-H Dog Conference.

Energy Management
Through the Electric/Electronics, Small Engines and Power of the Wind projects, you will begin to grasp how we power the world today, as well as think about how to meet future energy needs.

Electric/Electronics
Learn general electrical concepts as you experiment with making light switches and circuits, test voltages and even build motors. Study energy use, magnetism, electronics and transistors. Later, you can determine your family’s electrical usage; measure electric usage of appliances; test grounded outlets; explore electronics; build simple radios, microphones, computers and other equipment; and explore careers in electronics and engineering.

Small Engines
Learn how small engines work as well as how to service them safely. You’ll start by learning the parts and cycles of engines and exploring the importance of clean air to an efficiently running engine. Later, you will learn to troubleshoot, repair and rebuild an engine; understand rules and regulations for small engines; and explore starting a small engine business or career.

Power of the Wind
Learn how wind can be used for sailing, lifting, pumping water and creating electricity. You’ll get to design and build a wind-powered boat and wind turbines; discover where and why the wind blows; and explore the wind in art and literature.

Entomology
If you’ve ever chased butterflies, caught a ladybug for a closer look or started a bug collection, the entomology project may be a great fit. You’ll learn the anatomy of an insect; make an insect net; and collect, pin, label and exhibit an insect collection. Later, you’ll study how insects move, learn about insecticides and explore insect behavior.

Learning by Doing
Plant a butterfly garden, catch and observe a spider in its web, conduct an insect survey and start an insect collection for exhibit at the fair.

Environmental Science
Our growing environmental science curriculum helps you not only learn about your environment, but also explore ecosystems; understand conservation; learn how water can be responsibly preserved, protected, used and reused; expand recycling efforts; and understand your ecological footprint.

Learning by Doing
Organize a park, highway, or waterway cleanup; research an environmental topic of your choice and make a video or do a project talk; locate credible research on climate change to decide what you believe and why.

Exploring 4-H
This project is for first- and second-year members. It’s a great way to explore 4-H projects without officially committing. Members will be exposed to numerous project areas with the guidance of older members and adult volunteers.

Family Studies
Learn about growing and maintaining a healthy family by learning about child development, building family strengths and managing a household.

Child Development
Learn how children grow and develop physically, socially, mentally and emotionally. Observe how people express emotions, identify characteristics of friends, learn socially accepted manners and customs, and observe child behavior.

Family
Learn behaviors that develop friendships, develop respect for others and their belongings, understand the need for rules; express feelings in a positive way, cope with change and stress, learn physical changes of adolescence, study the effects of employment on family and lifestyle, and learn to use consensus and compromise.

Consumer Skills
Responsible financial management is an important factor in successful families. Learn to determine differences between needs and wants, develop a savings plan for a specific goal, practice comparison shopping, learn to manage a checking account, recognize target advertising, identify consumer rights and learn the value of employment.

Learning by Doing
Partner with a peer to explore and discover solutions to today’s consumer topics, create an intergenerational community-service project, and establish a baby-sitting service.

Fiber Arts
If you’ve ever wondered how to crochet a scarf, embroider a pillowcase or make a quilt, this project can help you learn these skills and more. Fiber Arts focuses on skills passed down through generations to provide basic family needs, such as apparel, home furnishings and decorations.

Crochet
Learn single crochet, double crochet and many other stitches, advance to hairpin lace.

Knitting
Learn casting on, knit and purl stitches.

Needle Arts
Learn embroidery, cross-stitch, needlepoint, candle wicking, crewel, lacework and applique techniques.

Patchwork and Quilting
Learn to stitch, tie and design quilts.
Rug Making
Create latch hook and braided rugs.

Spinning
Make a hand spindle or prepare wool fibers.

Weaving
Learn parts of a loom or figure yarn needs for items.

Ethnic Arts
Learn textile art methods from different cultures that have been passed on throughout history.

Macramé
Create ornamental knotting; learn terms, tools, techniques and cords.

Learning by Doing
Create items for fair exhibits or to donate to hospitals, shelters or nursing homes.

Foods and Nutrition
In this project, you will have fun learning how to cook the basics and then advance to gourmet and international meals. Develop baking skills, learn about food preservation, explore the heritage of many foods and understand consumer buying skills. Learn how to make healthy snacks and modify recipes to fit a healthy lifestyle.

Learning by Doing
Enter a foods exhibit in the fair, plan and prepare snacks and meals for your family, incorporate exercise into daily life, and learn about food safety through activities like working in a club concession stand.

Geology
If you enjoy learning about interesting rocks or fossils, then dig into this project. Discover the types of minerals, rocks and fossils in your area and other geological formations across Kansas and in other states.

Learning by Doing
Geology field trips to various Kansas locations and collect, identify and display specimens.

Health and Wellness
Health, exercise and recreation are vital parts of your daily lives. In these projects you can focus on physical activity, healthy eating, exercise, sports and recreation, or first aid.

Bicycle
Learn and practice bicycle safety, identify parts of a bicycle, learn bicycle maintenance and repair, and practice safe riding at night and in adverse conditions.

Health
Learn basic first aid and create your own first aid kit; learn to choose nutrient-rich “power foods” for snacks; learn how to improve personal strength, flexibility and endurance; and design your personal fitness plan.

Outdoor Recreation
Go enjoy the great outdoors. Learn about hiking, camping, finding shelter and backpacking; observe and care for nature; find your way using a compass, GPS, or landmarks. Apply the “Leave No Trace” ethic when backpacking and hiking.

Adventures
Learn about different types of recreation; identify personal areas of strength; and learn the benefits of recreation for your body and mind.

Home Environment
Interior design is all about making a house into a home. This project will help you experiment with colors, textures, light, sound and space to create the perfect feeling. You also can explore a career in interior design.

Learning by Doing
Plan a room makeover, visit a design center and interview an interior designer.

Horses
If you love horses and want to learn how to safely handle, care and ride a horse that you own or lease at least 75 percent of the time the horse project is for you. In this project you will learn basic coat colors, breeds and horse anatomy; study horse health; participate in judging contests, quiz bowl and hippology; and give presentations. If you want to exhibit a horse in the District Show or State Fair, Achievement Level I is required to participate. Achievement Level I focuses on safe handling of horses. Then once completed Achievement Level I, Achievement Levels II, III, and IV can be taken to advance your educational knowledge of horses. 4-H Horse Identifications are due May 1 into the local Extension Office.

Learning by Doing
Visit a stable or farm; participate in the State Horse Judging Contest, State Horse Quiz Bowl, Horse Panorama, horse presentations and hippology; and exhibit at district and state horse shows.

Horseless Horse
If you love horses and do not own or lease a horse then the Horseless Horse project is for you. In this project, you can learn about horses, participate in judging contests, quiz bowl, hippology, give presentations, and can assist another 4-H member at horse shows and trail rides. In the Horseless Horse project a borrowed 4-H identified horse can be shown locally in showmanship, only.

Learning by Doing
Visit a stable or farm; participate in the State Horse Judging Contest, State Horse Quiz Bowl, Horse Panorama, horse presentations and hippology; and attend district and state horse shows.

Leadership
Learn what it takes to be a leader through skills including understanding yourself, considering others’ feelings, being responsible, communicating, making decisions, and managing and working with groups.

Learning by Doing
Join a Gavel Games team to run a meeting; volunteer for a committee; chair a committee; run for an office; attend Camp Fire or the Kansas Youth Leadership Forum.
Meat Goats
The 4-H Meat Goat project is quickly growing as demand increases for meat products. You’ll learn how to select, raise and care for a meat goat, study breeds and anatomy; learn how to fit and show meat goats; recognize diseases; keep records; select breeding stock; learn key components in developing a goat herd; and evaluate feed ingredients.

Learning by Doing
Participate in Meat Goat Day at K-State, Livestock Sweepstakes, Kansas Junior Livestock Show and the State Meat Goat Show at the Kansas State Fair.

Performing Arts
Those who enjoy being in the spotlight on stage or being creative off stage may enjoy this project. Learn to express yourself in front of a crowd.

Learning by Doing
Express yourself by creating and presenting a theatrical play or musical performance; participate in camp’s talent show, create a puppet show; create costumes, sets and props; and enter your local Club Days or other contests.

Pets
Whether you love fish, hamster or cats or other pets, these projects can help you learn more about your household friends and what different pet species need to stay healthy.

Pets
Identify hazards for pets around your home, and learn about your pet’s feeding and care. Learn the symptoms and treatment of diseases as well as taxonomic classification.

Cats
Learn how to choose a cat, practice cat grooming techniques, study cat senses, begin to understand cat behavior, study cat diseases affecting people and learn about cat genetics.

Learning by Doing
Design a toy for your pet; create a commercial or a pet store scavenger hunt.

Photography
Capture your friends, family and important events through photography.

Level 1
Learn how a camera works, basic photo composition, organize a photo story and how to use a simple camera.

Level 2
Learn shutter speeds and f-stops, the Rule of Thirds, and how to capture a point in time.

Level 3
Use filters and a light meter and create still-life photos. See the differences between normal, wide angle, telephoto and zoom lenses.

Learning by Doing
Document your family or club activities through photos; enter a photo contest or fair exhibit; enter the photography judging contest at the Kansas State Fair.

Plant Science
Plant Science projects focus on raising a garden, growing flowers, forestry and field crops. This includes planning, planting, experimenting, understanding soils, seeds, insects, plant care, harvesting, weed identification and control, processing, exploring careers, and the relationship between trees, people and communities.

Horticulture
Learn when, where and what to plant; learn the difference between cool and warm-season vegetables; learn plant parts and how they’re used; learn how to use basic garden tools; study seed varieties and starting seeds indoors; study preventative pest controls; learn about specialty harvesting and selling your produce; study plant pollinations; study food industry careers; and learn about biotechnology.

Field Crops
Experiment with soil testing, grow and harvest crops, plant a wheat variety test plot, and learn about herbicides and fertilizers.

Forestry
Learn to identify trees, determine differences between trees and shrubs, learn about different trees and tree parts, graft a bud to a living tree, discover health benefits of trees, investigate forest changes and learn about forest health and learn forest conservation techniques.

Learning by Doing
Participate in the Kansas 4-H State Wheat Expo; Crops Identification Contest at the Kansas State Fair; and Horticulture Judging Contest.

Poultry
This project is designed to help you learn about chickens and other poultry. You will learn poultry breeds and anatomy, and how to care for and handle your birds. Learn how eggs are formed, how to select and judge broilers, make an egg candler, pecking orders; lead younger members in egg experiments; process chickens for food; and learn about biotechnology and poultry careers.

Learning by Doing
Participate in the Poultry Judging Contest at the Kansas State Fair.

Rabbits
The rabbit project will allow you to learn to raise and care for your rabbits. Identify main breeds of rabbits and their anatomy, learn feeding and watering practices, learn to groom and show a rabbit, and care for newborn rabbits. It is best to enroll in the fall to prepare for receiving your first rabbit.

Learning by Doing
Join a 4-H Rabbit Judging Team; start with a doe and grow your project by selling rabbits.

Reading
This project encourages you to harness your love of reading to learn more about your 4-H projects, research new topics or entertain yourself. As Dr. Seuss wrote, “The more that you read,
the more things you will know. The more that you learn, the more places you'll go.”

Learning by Doing
Get a library card for your local public library, share a book review with others, and read with younger kids at an elementary school or after-school program.

Self-Determined
The self-determined project is just that—you decide what you do or study. Is there something you have a passion for that is not listed? This is your opportunity to create your own project. Research a sport, hobby or career—the sky is the limit.

Learning by Doing
Identify and pursue a personal passion or interest; set goals and evaluate the completion of your goals; and share your hobby, interest or activity with others.

Sheep
In this project, 4-H members can enroll in either market or breeding. Throughout your 4-H years, you will learn to identify sheep breeds and anatomy, manage and train sheep for show, learn safety and management practices for maintaining a flock, identify symptoms and treatment of diseases, study nutritional requirements, study technology’s impact on sheep production, and explore career opportunities in the sheep industry.

Market Lamb
Select, raise and show a market lamb; member must obtain ownership of the animal; market ewes should not be returned to a breeding flock.

Breeding Sheep
Select, raise and show a breeding ewe or purchase a flock of breeding ewes.

Learning by Doing
Exhibit at a local sheep show the Livestock Sweepstakes, or Kansas Junior Livestock Show.

Shooting Sports
If you want to learn to shoot an air rifle, shotgun or bow and arrow, you should check out the 4-H shooting sports project. This project teaches gun safety, care and safety of shooting sports equipment, hunting practices, and provides an opportunity to test your skills. To participate, youth must be 8 years of age as of January 1 of the current year.

Check with your county or district extension office about a certified program. Local certified shooting sports coordinators and instructors are required for each discipline. Disciplines include BB gun, air rifle, air pistol, archery, shotgun, hunting skills, muzzle loading, small bore rifle, small bore pistol, and western heritage.

Learning by Doing
Demonstrate safe use of air rifle, shotgun, bow, etc., through practice, talks, demonstrations and exhibits. Exhibit shooting sports skills at local and district events. State matches for the different disciplines are held in the fall and spring, or participate in the Instructors Junior Apprentice Training Program (ages 14 and older).

Space Tech
Build model rockets, robots and explore space with telescopes. Discover the world of unmanned aerial systems, to safely and legally fly a drone. Learn about computers and how to repair network devices. SpaceTech projects offer you the thrill of exploring the field of science and technology.

Rocketry/Aerospace
Discover how a model rocket works, study equipment and procedures for a safe launch, build and launch your own model rockets.

Astronomy
Study the different kinds and uses of telescopes, build a simple telescope, learn planet order by making a key ring beaded system, build spectroscopes, distort light with lenses and prisms, and how to set up public viewings.

Robotics
Learn about robot arms, legs, wheels or under-water propulsion; explore sensors, analog and digital systems; build basic circuits; design a robot; and program a robot to do a task.

Unmanned Aerial Systems
Explore the world from above the trees and discover new frontiers with Unmanned Aerial Systems (UAS). This project provides the opportunity to safely expand your understanding of UAS and the world around them. You can explore the uses and applications of UAS, including how they link to other projects such as geology, robotics, electronics, crop science and more.

Computers
Learn the basic components of a computer; identify the similarities and differences in office software applications; learn Internet safety. As you get older, learn to build, maintain and repair computers. Learn programming languages and network security.

Learning by Doing
Teach your new SpaceTech skills to others; launch a rocket; build a robot and enter it at the county and state fair.

Swine
If you want to learn about raising, caring for and managing a market or breeding hog, enroll in the swine project where you will study pork production from farrow to finish. Throughout the project you will identify different swine breeds and anatomy, types of feeds; identify symptoms, causes, and treatments of swine diseases; study breeding systems and performance data; and explore career opportunities in the swine industry.

Market Swine
Select, raise and show a market hog.

Breeding Swine
Select, raise and show a breeding gilt. As you grow in the project, you might manage your own breeding herd and sell market hogs to others.

Learning by Doing
Exhibit at a local swine show or participate in K-State’s Youth Swine Day; Kansas Junior Livestock Show; or the Kansas State Fair Swine Show.
Visual Arts
Encourage your creative skills in learning how to draw, paint and work with different media. Explore art techniques, study art history and culture, or challenge yourself to discover new artistic talents. The visual arts project teaches artistic skills and the elements and principles of design. Projects include ceramics, leather and more, depending on your local 4-H program.

Learning by Doing
Practice drawing, painting and printing techniques in paint, pencil, chalk, charcoal or mixed media; learn sculpture techniques; make something from wood, leather, paper or clay; weave a basket or wall hanging; etch glass or metal; make jewelry and wire sculptures; create mosaics or nature crafts; discover new media. Enter your best work in the fair and teach others the new skills you’ve learned.

Wildlife
Kansas wildlife is an important part of the state’s heritage and environment, ranging from buffalo to birds and fish to deer. In this project you’ll learn about wildlife behavior, habitat requirements, how wildlife species fit into nature’s scheme, how they are managed and how they relate to humans. Some local units also offer sport fishing as an additional project.

Learning by Doing
Enter a sport fishing contest; create wildlife habitat; participate in the Hunting, Fishing and Fur Harvesting School; and enter the Wildlife Habitat Evaluation Contest.

Woodworking
Whether you want to build a bookshelf or a whole house, you’ll need similar skills, tools, fasteners and joints. In this project you’ll learn how to accurately measure and mark boards, use various tools, safety practices, identify types of lumber, and select wood based on grain. As you get older, you’ll learn to use power tools, discover technology in tools and explore career opportunities.

Learning by Doing
Select and build an item to exhibit at the fair; use your new skills to volunteer or help a neighbor; and teach others something you learn in the woodworking project.
The year was 1901. Bearded farmers in bib overalls stood listening to the speaker wearing a white shirt and flat straw hat, who told how much better corn could be produced by using high quality seed.

As the farmers shifted restless about in their rubber boots, the perspiring professor of agronomy addressing the Farmer's Institute wondered wearily just how much he was accomplishing. His gaze slid to the farm boys in their drab, homemade shirts standing shyly behind their fathers. Maybe, just maybe, this was the way.

He found himself offering, as others had already offered in the Midwest, and the South, to give a small package of select seed corn to each boy, who would agree to plant the seed and make an exhibit at the next Farmer's Institute. Time would tell—others had reported success with boys and a few girls, where attempts to arouse interest otherwise had failed.

Something did happen. It happened on a scale that no one anticipated. The shy farm boys planted the corn, cared for it lovingly... and, when Institute time came around again, they appeared with their exhibits, along with proud, interested parents, grandparents, near relatives, and neighbors.

Something had happened that was to become one of the most potent factors in the Improvement of the Kansas farm and home. Few recognized what they saw as the beginning of a new movement that was destined to spread across the entire state, enter farm homes, and influence the lives of thousands of rural boys and girls and their parents as well.

On that day, all that the delighted committees in charge of the Farmer's Institute saw was the crowd of girls and boys waiting to place their exhibits. Several years were to pass before it was finally realized that a vital spark had been unwittingly struck.

During these intervening years, the avid interest of the farm youngsters was considered only as a logical avenue for passing along information to the parents.

Surprise, delight, and some dismay marked the response of the farm boys to the corn "demonstrations." The boys were there, and the interest proven, but no one seemed to know what to do with them. Without much correlation, interested organizations and groups such as railroads, banks, county fair committees, livestock breed associations, civic clubs, and garden and farm clubs offered their support.

The success of the corn seed experiment quickly brought on sponsored projects in beef, pigs, poultry, garden, sewing, canning, and bread making. Perhaps the "Capper Clubs" which provided credit to farm boys and girls wanting a poultry, pig, or calf project are best remembered in Kansas.
Eight years before the spatter of revolver shots that ushered in World War I, 47 Kansas counties listed "Corn Clubs" with a membership of nearly 5,000. Project clubs, usually on a countywide basis, seemed the logical way to handle this new phenomenon of farm youth conducting "demonstrations."

In 1907, Kansas State College was host to a state meeting of these clubs, with a program including corn judging, placing of exhibits, and livestock judging.

The girls got into the act officially in 1910, with "home economics" clubs. This was club work, as differentiated from earlier individual participation, but it was a club only for convenience of the sponsor, not the member. These clubs bore little resemblance to the present 4-H clubs in Kansas.

The Smith-Lever Act of 1914 (the first Kansas county agent was employed in 1912 and there were eight in Kansas and four more agents serving "districts" before Smith-Lever was enacted), the slow expansion of the "new-fangled clubs," and the demands from Europe for food, all occurred close together.

Before the new clubs had found their direction, they were in the midst of the war effort. By motorcycle, Model T, and horse and buggy over mud roads, the newly appointed emergency agents urged increased food production. "Can to can the Kaiser," "Eat more potatoes—ship the wheat," were the battle cries in the new garden and canning clubs. The first state club leader was appointed in Kansas in 1914.

The Four-Leaf Clover

The 4-H clover emblem is a symbol of growth for millions of 4-H members and 4-H alumni in the USA. The emblem has become a familiar symbol to Americans for nearly three quarters of a century.

During the early 1900s, what is now 4-H was given various names—boys' and girls' clubs, agricultural clubs, home economics clubs, corn clubs, tomato clubs, cotton clubs, canning clubs, etc.

The first emblem design used for boys' and girls' clubs was a three-leaf clover, introduced in 1907 by O. H. Benson of Iowa. The emblem was being used at that time on placards, posters, badges, canning labels, etc. In 1909, this emblem was used on pins and the three H's stood for Head, Heart, and Hands.

Around 1908, Benson and others began using a four-leaf clover design. Benson said that the H's should stand for "head, heart, hands, and hustle... head trained to think, plan, and reason; heart trained to be true, kind, and sympathetic; hands trained to be useful, helpful, and skillful; and the hustle to render ready service, to develop health and vitality..."

At a meeting in Washington, D.C., in 1911, club leaders adopted the present 4-H design, a green four-leaf clover with a white H on each leaf. O. B. Martin, South Carolina, suggested that the four H's stand for Head, Heart, Hands, and Health to represent the equal training of the head, heart, hands, and health of every child.
When the Cooperative Extension Service was set up by the Smith-Lever Act in 1914, it primarily served farm families, but Extension's assignment then, as now, was to disseminate useful information to all people. Today, the Cooperative Extension Service and its 4-H programs serve people in towns, cities, and rural areas with information on agriculture, home economics, community development, personal development, and related subjects.

4-H Extension work is conducted in all 105 counties in Kansas by county Extension agricultural agents, county Extension home economics agents, and county Extension 4-H agents. They plan youth programs with county 4-H Advisory Committees comprised of local 4-H volunteers. Programs are based on local needs. Since people's needs vary, 4-H programs differ from county to county and from state to state.

You, the volunteer leader, are the backbone of the 4-H program. Extension agents and 4-H leaders work together to target problems they want to affect. Agents provide training for you, and you, in turn, teach youth. This way, you extend and multiply the teaching skill and knowledge of the limited number of professional Extension workers.

The 4-H program is for all youth—rural and urban—from all racial, cultural, economic, and social backgrounds. Kansas girls and boys are involved in 4-H in a variety of ways: as members of organized 4-H clubs, as participants in special interest groups, and as enrollees in short-term projects. 4-H also reaches youth through school programs called school enrichment, through television, camping, and other educational methods, as well as in programs planned to meet specific needs of youth in the communities where they live.

Girls and boys “learn by doing” in 4-H. Today, 4-H’ers take an active part in learning group skills taught in club and group meeting settings and in technical skills taught in project and enrichment programs. Kansas has identified the teaching of basic life skills as the ultimate educational goal of the 4-H program. The skills involved are:

1. Developing an inquiring mind.
2. Learning to make decisions.
3. Developing a concern for the community.
4. Getting along with others.
5. Developing self-confidence.

The 4-H project has always been a vital part of the 4-H program. Often, knowledge gained from a 4-H project leads to a career choice. Flexibility is the key to today's 4-H projects—flexibility in the kinds of learning offered and in the variety and size of projects. In rural areas, many 4-H’ers work with livestock, crops, poultry, forestry, marketing, and farm machinery. Both girls and boys learn new farming methods, do experimental research, and have fun in the process.

Projects popular with city, suburban, and rural young people alike are community development, arts and crafts, electricity, environmental protection and conservation, home gardening, photography, woodworking, entomology, small engines, pet care, and personal development. Older girls and boys find satisfaction and challenge in projects in career studies, money management, consumer education; and leadership. In Kansas, there are more than 70 projects to choose from, including self-determined projects.
The term 4-H was first used in a federal publication written in 1918 by Gertrude Warren. In the early 1920s, a group at a conference in Washington, D.C., discussed the need to give boys' and girls' club work a distinctive name that could be used nationally. Several people, including Miss Warren, favored 4-H as the name for the organization. In 1924, Boys' and Girls' Club Work became known as 4-H. Also in 1924, the 4-H clover emblem was patented. At the end of the 14-year patent term in 1939, Congress passed a law to protect the use of the 4-H name and emblem. The law was slightly revised in 1948.

The 4-H emblem is still protected by Congress from commercial or unauthorized use. The four-leaf clover circles the globe and represents 4-H similar youth organizations in the U.S. and in many other countries.

The Pledge

Each month, members of 4-H Clubs repeat these words at the beginning of their meeting:

I pledge —
my head to clearer thinking
my heart to greater loyalty
my hands to larger service and
my health to better living
for my club, my community, my country
and my world.

The pledge was officially adopted in 1927 by the 4-H members and leaders attending the first National 4-H Club camp in Washington, D.C. Otis Hall, State 4-H Leader from Kansas, wrote the pledge. When the Executive Committee of the Land-Grant College Association asked Dr. R. A. Pearson, president of Iowa State College, and Dr. A. C. True of the Federal Extension Service to write a pledge for 4-H, they submitted the one written by Hall.

The 4-H pledge has been changed only once since 1927. At the request of several states and on the recommendation of 4-H members attending National 4-H Conference (formerly National 4-H Club camp), the pledge was changed in 1973 to include “my world.”

The 4-H members and leaders attending National 4-H Club camp in 1927, also adopted the 4-H motto: “To Make the Best Better.” The motto was proposed by Miss Carrie Harrison, a botanist in the Bureau of Plant Industry. Like the 4-H pledge, the motto has remained the same through the years. Both carry a great deal of meaning for millions of 4-H members.

4-H Today

4-H is the youth education program of the Cooperative Extension Service, which is conducted jointly by the U.S. Department of Agriculture, the state land grant university (Kansas State University), and your county government.

The Cooperative Extension Service was established to educate, to interpret and encourage the practical use of the knowledge that comes from scientific research. The name, Extension, comes from the mission of the agency, to “extend knowledge to the public.”
The officer and committee system is really a good way of dividing jobs and club responsibilities among members in an orderly manner. 4-H'ers learn to be businesslike by making business meetings run as smoothly as possible.

**Club Officers and Duties**

Successful club meetings depend on leadership from good officers. Depending on the program, a club may wish to add officers or committees. A large club may want to add assistants for some officers. Whatever system you use, remember that the club leader must work closely and regularly with key officers. Here are a few suggestions for club officers and their duties.

**President**—Prepares agenda and presides at club meetings. Knows and follows parliamentary procedure. Appoints necessary committees. Works with leaders to see that each meeting runs smoothly.

**Vice President**—Assumes duties of president in his/her absence. Serves as chairperson of the program planning committee and conducts that part of each club meeting.

**Secretary**—Keeps complete and accurate minutes of results of each business meeting. Writes all club correspondence for president’s signature. Keeps club roll and any other club records up-to-date.

**Treasurer**—Handles all club money. Prepares a budget and keeps accurate and up-to-date financial records. Collects and deposits dues—if the club decides to have them.

**Reporter**—Writes news stories about meetings and special events for the local newspapers. Prepares announcements for local radio stations, and keeps the club scrapbook, if the club has one.

**Historian**—Keeps historical record of club activities and accomplishments including pictures, newspaper articles, letters of thanks or congratulations, etc.

**Recreation Leader or Social Chairperson**—Plans and leads recreation at each meeting. Helps plan special events and parties.

**Song Leaders**—Provides leadership for singing at meetings. Teaches new songs and encourages all to participate.

**Standing Committees**

Standing committees are those committees most clubs need to conduct the work and activities of the club throughout the year. An example of a standing committee is listed below. Decide what standing committees your club needs.

**Finance**—Assists club treasurer, plans and conducts moneymaking activities (if these are desired by the club), and audits treasurer’s records annually.
You, and all officers of 4-H groups, are representatives. You represent not only the local group, but the whole 4-H program throughout the state. Your skills and abilities, standards and ideals, grooming, speech, and even smiles represent the Kansas 4-H members. Representing others is one of your most important responsibilities because it exists at all times—not just while you are at the 4-H meetings. Those who are not acquainted with 4-H judge it by its officers.

**Checklist for vice-presidents**
- I consult with the president on plans or special work to be done.
- I preside at the meeting in the absence of the president.
- I represent my group at other events in the absence of the president.
- I work with the leaders and other officers on committees and other group activities.
- I serve as chair of the program committee to help plan group meetings and activities.
- I check with those responsible for the program to see if they are ready or need assistance.
- I introduce the program participants.
- I remember to thank the people who are on the program.

**Guidelines for program chair**
The vice-president of the group serves as chair of the program committee, introduces the program participants, and thanks the people who present the program.

**Introducing the program participants**

Introduction of the participants can be very brief. You will want to include:

1. Presenter's name
2. A little about his or her background
3. The title or subject matter of the presentation

A good example—

Lynn Oakland is our club's guest speaker this evening. He is one of our city firemen and is president of the county Audubon society. Tonight he will speak to us about purple martins. Now I present Mr. Oakland.

**Thanking the people who present the program**

Thank you speeches are to be 30 seconds to 1 minute in length. Do not write notes for the thank you speech. Listen to the speech for worthwhile qualities. Express thanks for one or two of the following:

1. Thought
2. Preparation
3. Useful information
4. Special news to the group
5. A long journey to your meeting

A good example—

We would like to thank Mr. Oakland for the exciting program about purple martins. It has been especially interesting to learn about the community these birds develop. We appreciate your informative talk.

**Helping your group plan meetings**

If you will involve all of the members of your club in the program planning, you will find that more members will be actively involved in making your programs work and that everyone in your club will be more enthusiastic about coming to your meetings.

To do this, you must first agree as a group upon some things that you would like to accomplish together. We refer to these desired outcomes as goals.

In identifying group goals, you must incorporate individual member's goals. Youths, parents and leaders all have ideas about what they would like to accomplish during the year, and they need a chance to express them. There are many interesting ways to survey the members of your group.

The following ideas are from *Steps In 4-H Program Planning, “Gathering Ideas,”* page 4.

**Idea-gathering exercises**

**Fish Bowl**

A few people (about six) sit in a circle of chairs in the middle of the room and talk about the things they would like to do or to have done in 4-H. The rest of the members listen to what is being said. Only the people in the circle talk. Any other member who wants to participate in the conversation must tap one of the people in the circle on the shoulder and take that person's place in the "fishbowl." Appoint someone to record what is being said for the planning committee.
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Checklist for presidents
- I consult with the leaders ahead of time to prepare for each meeting.
- I notify the leader and the vice-president several days before the meeting if I am going to be absent.
- I conduct the business meetings according to parliamentary procedure and in a courteous and tactful manner.
- I introduce guests and am careful to see they are involved in the groups’ activities.
- I help the other officers to carry out their assignments.
- I encourage everyone to participate in the meeting.
- I make sure everyone gets to serve on a committee at some time during the year.
- I delegate responsibilities rather than trying to do it all myself.
- I give others credit for jobs they do.
- I thank those who participate in the program or those who help to make arrangements.
- I avoid dominating the meeting by giving too many personal opinions.
- I represent my group proudly at other meetings and events.
- I try to attend as many 4-H meetings and activities as possible and am prompt and enthusiastic.

When a group forms
Involving everyone in the club is the fastest way of ensuring enthusiasm.

When a group forms, group-building and trust-building must take place.

If one new person is added to a group, it becomes a new group. Or if one person is missing from a group, it also becomes a new group. Since one new person or one missing person may very well be the case at every meeting, it would make sense that some kind of group-building occur at the beginning of each meeting.

Some kind of quick, get-acquainted activity is appropriate and probably can be done in five to 10 minutes. Those few minutes helping the group become established will make the rest of the time more productive.

Seating arrangements can contribute to group building.

Putting members in a circle guarantees that some interaction will occur—if not verbally, then nonverbally.

After several weeks of sitting in a circle and making SOME eye contact, even the shyest person will be more likely to have something to share verbally.

RESEARCH HAS SHOWN YOUTH PERCEIVE MEETINGS TO BE SUCCESSFUL OR UNSUCCESSFUL IN DIRECT PROPORTION TO HOW OFTEN THEY SPEAK DURING THE MEETING.

If your group is large, breaking into small groups of eight to 10 persons at some time during the meeting to share ideas will be important so that everyone will have an opportunity to talk.

If your group often has difficulty with one person monopolizing the conversation or calling attention to himself or herself, an exercise entitled “Who’s got the ball?” will help members remember to speak one at a time.

Rules for meeting together and talking together need to be established at the first meeting and reviewed briefly for the next two or three meetings.
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**Checklist for secretaries**
- I arrive at the meeting place ahead of time.
- I discuss items of business with the leaders and the president.
- I sit next to or near the president during the business meeting.
- I inform the president and leaders if I am going to be absent.
- I work cooperatively with other officers.
- I call roll and keep an accurate record of attendance.
- I read minutes of the previous meeting and make corrections if necessary.
- I take accurate notes of the events of each meeting.
- When called upon by the president, I state any unfinished business left from the previous meeting.
- I assist the president during the meeting by writing the motions as stated and restating the motion if necessary.
- I read correspondence directed to our group and write letters sent from the group.
- I maintain a record of all officers and committees on Page 6 of the secretary's record book.
- I cooperate with the reporter by giving information the reporter needs to prepare articles for the newspaper.
- I use the notes taken at each meeting and rewrite an accurate and precise record of all minutes of previous meetings in the secretary's book.

**How to prepare for the meeting**
- Arrange all correspondence (letters, cards) received since the last meeting in convenient order and take to the meeting.
- Be sure you have an up-to-date roll of members for convenient checking of attendance. It is part of your job to keep accurate membership records.
- Have a list of standing and special committees with the duties of each.
- Check the minutes of the last meeting for old business such as tabled or postponed motions. Be prepared to call old business to the attention of the club.
- If you cannot attend the meeting of your club, notify the president who will designate a member as the acting secretary. Your "Secretary's Record Book" will be needed in the meeting so give it to someone who will take it to the meeting.

**After the meeting**
- Write the minutes in the space provided as soon as possible after the meeting. Write them first on scratch paper and then in your secretary's book. Minutes should be neat, legible and written in ink.

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**ENROLLMENT OF MEMBERS**  
**CLUB ROLL**

<table>
<thead>
<tr>
<th>Name of Member</th>
<th>Attendance record, meetings</th>
<th>Phone</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Karen Adams</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2  Sue Backer</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3  Bruce Denton</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4  Cary Fisher</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5  Robert Green</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6  Sally Long</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7  Dickie Lutz</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8  Jim Morris</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
A 4-H Member of Character...

1. Trustworthiness – includes honesty, promise keeping and loyalty.
   - Plans and completes goals
   - Adheres to enrollment and entry deadlines
   - Develops project exhibits that show originality and creativity

2. Respect – includes courtesy and proper treatment of people and things.
   - Listens and follows advice of leaders
   - Helps others in the project and gives positive feedback (encouragement)

3. Responsibility – includes the pursuit of excellence, accountability and perseverance.
   - Enrollment and entry deadlines observed
   - Willingly plans and makes exhibits for project
   - Cleans up when done
   - Works at fairgrounds to prepare and clean up for fair
   - Voluntarily participates in varied 4-H activities
   - Works independently with leader/parent guidance

4. Fairness – involves consistently applying rules and standards approximately for different age groups and ability levels.
   - Accepts winning and losing with grace
   - Follows rules and regulations for showing
   - Recognizes each project has different rules and standards

5. Caring – promoting the well being of people and things in a person’s world. It denotes action and not just feelings.
   - Willingly assists wherever needed
   - Exhibits projects which are well planned and constructed
   - Shares knowledge with others
   - Demonstrates positive behavior towards others
   - Demonstrates kindness and concern to others

6. Citizenship – includes making the home community and county a better place to live for themselves and others.
   - Shows leadership with younger 4-Hers
   - Models good sportsmanship
   - Works at fair and other 4-H activities
   - Is involved in community activities

Adapted from “What is the Real Purpose of 4-H Non-Livestock Projects” by Carol Parmenter, University Outreach and Extension 4-H Youth Specialists, University of Missouri
4-H uses the Danish system of judging

Danish System
(Mitchell County)

* All exhibits receive a ribbon

* Exhibits are judged in comparison with an ideal standard, not to each other.

* Exhibits are placed in 4 ribbon groups - purple, blue, red, or white

  Purple - outstanding on all standards

  Blue - exceeds the minimum standard; may have minor flaws where improvements can be made

  Red - meets all minimum standards; may show visible signs of needed improvements

  White - meets minimum standards; obvious improvements needed

American System (is used in Mitchell County for open class fair exhibits) - Not all exhibits may receive a ribbon. Exhibits are ranked 1-2-3, etc. with a different colored ribbon for each placing. Exhibits are compared to each other.
What a demonstration is (and what it is not)

A demonstration is simply showing and telling how to do something. Have you ever shown someone how to milk a cow, bake cake, sew on a button, service an air cleaner or a small engine? If so, then you've given a demonstration. A demonstration is showing by doing or by putting words into action.

A demonstration is a teaching method. Some members may choose to teach by using the Illustrated talk method. The demonstration and the illustrated talk are both excellent teaching methods. As a leader, you will need to help members understand the difference between the two methods.

One method is of no greater importance or value than the other. The question the member needs to answer is, "Which method will be the most effective in teaching what I would like to teach?"

**Demonstration**

1. A demonstration is doing and explaining.
2. A demonstration is showing how.
3. In a demonstration you make something or do something. (There may be an end product, for example, a salad.)
4. Purpose: To teach.

**Illustrated Talk**

1. An illustrated talk is talking.
2. An illustrated talk is telling how.
3. In an illustrated talk you show pictures, charts, models, equipment, and other types of visual aids.
4. Purpose: To teach.

Members occasionally confuse a project talk with an illustrated talk. An illustrated talk is not a project talk. They do not accomplish the same purpose. The following illustration may be used in aiding members to understand the differences:

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Illustrated Talk</th>
<th>Project Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Purpose: To teach.</td>
<td>2. Purpose: To teach.</td>
<td>2. Purpose: To inform.</td>
</tr>
<tr>
<td>3. Age: Any member.</td>
<td>3. Age: Any member.</td>
<td>3. Age: 13 years and under.</td>
</tr>
</tbody>
</table>

Visuals may be used in project talks as in illustrated talks, but they are not required.
8 Critical Elements of Positive Youth Development

★ Positive Relationship with a Caring Adult
  Advisor, Guide, Coach, Helper, Mentor

★ Safe Environment – Emotional & Physical
  For Youth, Volunteers and Spectators

★ Opportunity for Mastery
  Building on Knowledge, Skills, and Competencies

★ Opportunity to Value and Practice Service
  Civic Engagement, Community Needs

★ Opportunity for Self-determination
  Becoming Self-directing Individuals

★ Inclusive Environment
  Sense of Belonging, Connectedness, & Caring

★ To be an Active Participant in the Future
  Setting, Planning and Implementing Goals

★ Engagement in Learning
  Do, Reflect, Apply

Kansas 4-H Life Skills

★ Healthy Interpersonal Relationships
  Getting along with others and interacting with people of all ages

★ Sound Decision Making
  Making choices based on applying what is known in a productive way

★ A Positive Self Concept
  Believing you are capable and can be successful

★ An Inquiring Mind
  Asking questions and knowing how to obtain information

★ Concern for the Community
  Becoming aware of and working towards improving one’s community